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ABSTRACT

That adult education is an important aspect of a country's development is an idea that is often overlooked by the institutions of higher education in the Arab countries. Although a need for adult continuing education and adult literacy training exists, these needs are often ignored or frowned upon by Arab universities, which have traditionally conducted education for its own sake along with some research. Further research in the field of adult education and more understanding of how adults learn is needed in order to professionalize the adult education efforts of the universities in the Arab region. However, some efforts in adult education have been made. For example, the Egyptian University of Al Azhar has traditionally met adult education needs by carrying extension programs of religious education to the people, and other Egyptian universities have begun pioneering programs in public service that focus on liberal evening studies in languages and vocational subjects for adults. In the Sudan, provisions are made for courses in adult education and literacy within the framework of the University of Khartoum, which operates a graduate school of adult education studies and a division of studies in various fields for university or secondary graduates. For the future, Arab universities should emulate the programs of adult education in place at universities in other countries, particularly in the United Kingdom, the United States, Canada, and other advanced countries. (KC)

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UNIVERSITY STUDIES IN ADULT EDUCATION IN THE ARAB COUNTRIES (A COMPARATIVE STUDY)

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UNIVERSITY STUDIES IN ADULT EDUCATION
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Preface

The field of education occupies a unique place in the building of a society, and this is due to the vital role it plays in society and the ever-widening scope of its activity. Educational systems have been exposed to so much criticism that many developing states, particularly the Arab countries have started doubting the success of these systems in achieving the desired objectives. Hence, the call for a re-consideration of educational systems so as to establish them on a new basis which keeps pace with the needs of the changing world.

Colonialism was the main stumbling block on the way of education in the developing countries. Interest used to be focused on nothing but a specific type of education which used to form the employees and manpower required for the administrative bodies. Schools and ministries were like mere ivory towers, for education used to be considered as an end in itself, and very few universities, if any, used to run programmes of studies for adults.

In fact, there are only a very limited number of educational institutions in the Arab countries which are open to members of the communities living therein. Efforts exerted in the field of adult literacy are still very limited in quantity as well as in quality. And there is still a fewer number of Arab universities which have set up Divisions

for the Service of Adults.

It is also a fact that the role of universities in adult education in the Arab countries has not been a subject of proper study. Regardless of the traditional extra-mural activities of universities in the Arab states, there is an obvious need for making use of the Arab universities and their affiliated departments in efforts which are being exerted in the field of adult education either in the training of adult educators or in scientific research or in enriching the science of adult education and other related fields.

This study is nothing more than a preliminary attempt at reviewing, analysing and discussing the role of Arab universities in the field of adult education and the place of university studies in this context in the light of an analytical study of some experiments of foreign countries in this domain with the aim of coming forward with some recommendations and proposals which might be laid at the disposal of officials responsible for universities in the Arab States.

Despite the significance, vital character and manifold aspect of this topic, the author would like to point out that the available sources

and references were not adequate to enable him to present this study in the standard he hoped to keep up.

At first, the writer wants to define the systematic line of thought he has chosen for this study, for a study and analysis of the existing conditions in the Arab region as regards the part played by Arab universities in adult education must be based on the cultural reality which the writer has in fact lived through his feelings, experience, study and interaction, with the past, in terms of time, and with the present, in terms of place. Yet, an envision of the role of the Arab region's universities in this field should be based on a broader and more comprehensive view which comprises a study and analysis of the role of universities in adult education in the developed countries which have made huge strides forward in this field. Research in educational systems and experiments is, no doubt, something which is far from being simple; it requires study and analysis of several aspects dealing with historical roots as well as geographical, political, religious and cultural factors. It further calls for a survey of the nature of educational values and the philosophy dealing with the mode of life chosen by any society and with the principles adopted by it.

If any research scholar wants to study some aspects or features of education in more than one country, and if he wants to get acquainted with the educational reforms and the methods and techniques some

countries employ to deal with their educational problems, he will indeed come across difficulties in knowing the beginning and the end of the educational process. He will similarly find it difficult to analyse the deep forceful characteristics behind these educational systems and their problems. Yet, the very fact of reaching some points of similarity or dissimilarity in some experiments of other countries, a study of the underlying reason and an attempt at getting to know the factors which led to the success or failure of countless efforts exerted by other countries .... all this can be a guideline for us in the Arab countries and it can give us the green light to start some pioneering attempts at making use of these experiments in the field of national education on condition that the peculiar nature of local and national circumstances be taken into consideration.

Development and Adult Education

The experiment of new societies in development and the experiment of modern education in integrating labour with production have led to the emergence of various new concepts and trends which express the vital dialectical relationship between development and education, and which can be taken as the source of inspiration and guidance for those who teach and implement programmes in contemporary educational institutions.

The question facing Arab States is: how to keep pace with

contemporary concepts and trends in education and development to actually drive their communities towards development? In other words, how can education develop in practice as it should develop in theory, particularly in the field of adult education, so as to be in harmony with these concepts and trends and thus become an effective force in socio-economic development? One of the various studies in this field has provided the reply to this question on five general lines which may be summarised as follows: (1)

1. Adult education forms an integral component of global development.
2. Adult education aims at not only improvement in production, but it also strives to achieve an integrated development of adults' characters.
3. Just as adult education is viewed in a wide perspective of global development, it is at the same time similarly considered an integral part of the whole educational problem and with the issue of finding ways of developing it in the framework of the "life-long education" concept.
4. It is in the light of the three previous considerations that the final objective of adult education is defined and that is represented in the building up of the "ideal" human being .... a process which is, in fact, the "means and end of

development".

5. Adult education is the responsibility of the whole developing society.

There are two points to which we find it necessary to refer in this respect, namely:

First: that pilot educational experimentations in adult education should evolve within the framework of socio-economc development schemes; and

Second: that educational institutions, particularly those concerned with higher education should develop new formulae, with such flexibility in their structure and programmes or to make provisions for courses destined to workers in the section of production and services.

Among patterns thus elaborated there may be room for the technique of "recurrent education" alternating between study and work. This can enable the individual to work out a combination between his scientific as well as cultural development and his participation in production.

This shows that there is a relationship between development and adult education and that institutions of higher education have their share of responsibility in the revival of this type of education.

This has been mentioned in a recommendation of the Final Report

of the International Expert Panel on "Adult Education and Development with special reference to the Arab States." It pointed out that: "Very few universities in the Arab World seem to have shown interest in adult continuing education. Even those who have initiated activities have been obliged to restrict or terminate them due to (various reasons) ...." It added that "some practical steps would be to introduce

- a flexible admissions policy that would enable every adult who is intellectually capable to study at a university to do so without undue constraints;
- a flexible degree structure that would enable students, both adults and youths to study at their own pace and to alternate work with study;
- a teaching-learning approach that would make use of all possibilities of learning in the community ...." (2)

This recommendation shows some irregularity in the relationship between the institutes of higher education and those of adult education, for the predominating trend in the general pattern of Arab universities' activities focus on the education of regular students and the carrying out of some adademic surveys. The problems of adult education and literacy do not receive the attention they deserve from these universities despite the critical impact such problems have on the life of

individuals and on the progress of Arab societies. (3)

This is confirmed in one of the studies on this issue, which states that: "most of our universities in the Arab region do not pay sufficient attention to adult education. If these universities do show some interest in this field, they work under pressure from various quarters, among which is the reluctance of university administrators and policy-makers to approve the necessary allocations. Other pressures come from the faculty members who shun the responsibility of teaching. This negative stand has led some departments of adult education to adopt an attitude of self-defence, if not a survival for existence." (4)

Yet this fact should not make us forget that, though adult education in the Arab region has known a glorious page in the annals of the Arab and Islamic heritage, it may still be considered as one of the relatively new fields of education. (5) This might lead us to confirm the conclusion reached by one of the studies which maintains that this new science of "andragogy" needs to be professionalised so that it can be set within the framework of authoritative references; it should further be based on scientific foundation, and principles, elaborated with the participation of Arab universities and subject to continuous research and constant review in the light of established scientific techniques. We are, therefore, in need of full information about adult learners in the Arab region; we should understand their characters,

their aptitudes, their motives and their potentials. We should also know how they learn and respond to subject matter, standard, speed and countless other topics which should be covered by the science of adult education to meet the needs of the Arab region on the basis of Arab universities' support in this field. (6)

Arab Experience in University Studies dealing with Adult Education

The concept of adult education in many Arab countries unfortunately focuses almost wholly on literacy, although various activities do actually exist in the field of adult education in these countries in various forms like institutions running courses in type-writing, shorthand and liberal studies or programmes for public services in the Arab universities and various other institutions which vary according to the different layers of society, their occupation and educational standards. (7)

In the following pages, we will review some of the efforts which have been exerted throughout history in adult education in the Arab region and we will point out the part played by universities in this respect, particularly in Egypt and Sudan.

First: University Studies in Adult Education in Egypt

I. Al Azher and Adult Education Programmes

At the very outset, we concur with the study which holds

that Azhar, which has been one of the most important international hallmarks of learning in the history of Islamic Arab civilisation, is still offering wide-ranging extension programmes which come within the framework of university education for adults. These programmes comprise: (8)

a. Despatch of preachers by the Preaching and Guidance Department to all parts of Egypt to provide religious education to people in urban as well as rural areas; in recent years, programmes have been designed particularly for women.

b. Running of non formal classes in Azhar itself and its neighbouring mosques or in Azhar-sponsored Islamic institutes. These classes, which are run throughout the year, are designed for adults who want to increase their religious knowledge.

c. Regular despatch of various Muslim missions every year to almost every part of the Muslim world to deliver public lectures and to hold sessions for educating and guiding Muslims in their religious affairs.

d. Publication by Azhar of a journal, as of 1930, with articles on Islam and other issues dealing with a

Muslim's life.

Azhar which is a product of our Islamic Arab civilisation has thus been offering one of the most ancient and at the same time most significant programmes in extra-mural studies in the world from the historical point of view. Such programmes may be taken as an example of the way in which universities of the Arab region should respond to the needs of Arab societies in the field of adult education.

2. Universities and Programmes of Public Services

It has now become incumbent upon universities of the developing countries to take part in the achievement of socio-economic development schemes. This has given rise to new obligations and duties which have been added to the other functions with which universities have originally been connected, namely public service. The services extended by a modern university should not be restricted to the formation of a few students for the obtention of university degrees, because the university should place all its facilities at the disposal of the people and it should mobilise all its potentials to satisfy the needs of the society and the state.

If we cast an analytical glance at the programme of public service in the Arab universities in general, we find that such a programme is outside the main system of university studies. It is being provided by some universities of various Arab countries in the form

of a series of lectures on general culture or in the form of organised courses in the fields or topics which are of interest to specific groups of intellectuals with the aim of helping them to assimilate new scientific and social developments or to acquire new information and skills. One of the studies has found out that "despite the popular acceptance of this type of programme, its effect is, however, limited because of the small number of universities which are interested in offering them on the one hand, and on the other hand due to the limited scope of study in the programmes themselves." (9)

The pioneering experiment carried out by the Division of Public Services American University in Cairo (A.U.C.) was a realisation by the Division of the significant role which can be played by the University to serve all the members and institutions of a society. And this is a part which was expected of the universities in Egypt, for they are able to fulfill this task with a relatively high degree of efficiency in virtue of their considerable potentials and expert know-how. This encouraged the Universities of Ain Shams, Cairo, Mansoura and other Egyptian universities to adopt the concept, and each of them has made huge strides forward by setting up and consolidating Divisions of Public Services, thus enhancing their continuous efforts in serving society by a new type of service which the A.U.C.'s pioneering experiment has proved that the society in fact needed to serve adult education programmes.

The courses offered by the Public Service Divisions of the Universities of Ain Shams, Cairo, Mansoura and elsewhere focus on liberal evening studies for adults in languages (English, French, German, Hebrew), poultry breeding, dress-making, cosmetics and other subjects. They also run courses for secondary level students in languages, comprising relatively advanced courses in English besides courses in French as a second language.

The courses run by the A.U.C., however, date back to the creation of the Division of Public Services in 1924 following a comprehensive study of the society's needs and interests and in implementation of the Division's programme (1966-67). The programme caters for a huge number of learners, besides training workers in various institutions reaching 98 government and other institutions from the public as well as the private sectors (1969). The number of courses offered has amounted to ninety, comprising languages and translation (written, consecutive and simultaneous), communications, administration, secretarial studies, arts, human sciences and other subjects. The medium of instruction is English or Arabic or both, and some of the courses are run at various levels. (10)

To complete this picture of the role of Egyptian universities in adult education, we would like to point out that unfortunately, these

universities still do not pay sufficient attention to courses in adult education at university or post university levels, with very few exceptions. The University of Ain Shams has been an exception in this respect, for the new internal regulations proposed for the Faculty of Education has made provisions for the setting up of a new section for adult education, leading to higher diplomas in this field. This proviso is, however, still inoperative and we hope that the Faculty of Education of Ain Shams University would implement the new regulations after their endorsement. The proposed internal regulations comprise the setting up of a higher professional diploma in education, with courses running for one academic year in various specialised branches including "adult education." (11)

The draft regulations comprise the enrolment requirements for studies leading to these diplomas. They also define the programmes of studies on condition that the University Council endorse upon the proposal of the Council of the Department concerned, the subjects to be studied in every branch, the number of hours devoted to every subject and the examination papers.

Second: University Studies in Adult Education in the Sudan

In Sudan, provisions are made for courses in adult education and literacy within the framework of the University of Khartoum, which

comprises: (.2)

a. a Section for Adult Education, and

b. an Institute for Extra-Mural Studies.

The adult education section, which is affiliated to the Faculty of Education in Om Durman, offers higher studies for university graduates leading to a post graduate Diploma and a Master's degree in adult education. Studies in this section are both theoretical and practical. Admission requirements are university degrees plus experience in any one of the fields of adult education. The duration of the course is one academic year, run at an average of six days a week and every day courses last for six hours in the morning. Trainees are recruited from ministries and institutions related to the field of adult education, and are prepared to become specialised leaders in the formulation and implementation of different programmes in adult education. The Diploma course started at the Institute of Extra-Mural Studies, University of Khartoum, in 1973 and was subsequently transferred to the Faculty of Education of Om Durman in 1975.

The Institute of Extra-Mural Studies, however, which is found at the University of Khartoum, offers different types of courses in most fields of knowledge to prepare different cadres. It also runs varied courses according to the demands of applicants. Such courses which range from secondary to university post-graduate levels, combine

theoretical as well as practical aspects of knowledge and last for either one year, six months or sometimes three months. They are run for six days a week, at an average of six hours per day in the morning as well as the evening. Studies lead to a higher Diploma in Social Welfare or to a Diploma in the various specializations of extra-mural studies. Applicants should hold either university degrees or secondary school and technical certificates for the short courses. As the aim of the extra-mural studies is an integration between the university and society, the Institute offers, in addition to previous courses, a general programme of public lectures, seminars and mass communications, besides organising a national conference every year.

Arab Know-how - An analytical View

From the previous review, it may be noted that interest in adult education has been growing in the Arab region on the understanding that it is not less critical and important in all aspects of development than conventional regular education. In spite of this, centres for preparing adult educators at university level are, however, very limited in general compared to the number of workers who are prepared for institutions providing conventional education. This is due to the relatively recent concern of the Arab region in adult education and the dependence of this type of education in institutions designed to prepare workers in the field of formal education to obtain the qualified elements it requires. This

characteristic is very marked in the Arab region, as has been shown by one of the studies, which expressed the hope that this state of affairs could change so that this type of education could guarantee an abundance of institutions designed to prepare cadres for it at the university level.

The study found that the reason for this characteristic is due to the view people hold in the Arab region on the activities related to adult education in various fields, and which is based on the belief that it is but a secondary or subsidiary activity. It was further maintained that in view of this, nobody wanted to accept employment in the field of adult education for it was thought that none can take it up as a profession. The most significant implications of such an outlook might have been a belittling of the necessity of formation before practising any activity in the various aspects of adult education. (13)

The advanced countries, however, hold an exactly opposite view, for they are convinced of the significance and role of adult education in bringing about socio-economic development. They pay particular care to specialisation in the various fields of this type of education; they set up the institution necessary to prepare the cadres which are needed and they even award university degrees to people engaged in this field on the same footing with those engaged in other scientific

specialisations. This is the case in the United Kingdom, the United States of America, Canada and other places. (14)

We would like to repeat what a study on "Training of Adult Educators" has found out, that there is a very few number of centres for preparing workers at university level in the field of adult education in the Arab region. It has also been ascertained that the few persons who join this branch of learning in the Arab universities, particularly, what is offered in Khartoum University, are burdened with studies having an "academic" tinge. (15)

Universities have a vital role to play in the formation of a high standard of manpower needed for adult education in the Arab region, but they should consider adult education as a practical profession which requires a practical technique and a new approach. Universities should further strive to achieve useful ways of co-operation with other institutions and centres of scientific research concerned with the training of adult education personnel.

It is true that the Arab universities have since long assumed the responsibility of preparing specialists and technicians at top levels; they have likewise taken the responsibility of scientific research besides participating in community development projects. It is also true that our Arab universities have lately devoted their attention to some aspects of adult education and have consequently set up, outside

the main nucleus of the university structure, divisions for public services, where theoretical as well as practical studies are offered to people who so desire. But is this all what the university in the Arab region should offer in the field of adult education? And what is the ideal role the university can play, as a torch of learning, an architect of ever-changing concepts in society and a medium for the dissemination of knowledge and culture among individuals and universities in the Arab societies? What is the university's stand towards adult education as one of the fields of university education, and what is its role in preparing workers for the field of adult education? How can scientific research at the university contribute to the development of the objectives, courses, techniques and contents of adult education programmes?

In view of this, we agree with the analytical view (16) which holds that Arab universities have to play a more effective role in the field of adult education. In this connection they have to take advantage - as far as the cultural conditions of Arab communities allow it - of the varied experience and novel ideas provided by some other countries in this field, particularly since some of the developed countries have made huge strides forward in professionalising the science of adult education (Andragogy). Some British, American, Canadian and other universities have set up some difisions to study

issues related to adult education while other divisions are wholly devoted to research in adult education.

It should be noted that this interest in adult education systems has lately extended to all the developed countries irrespective of their differing political ideologies, for this system is considered as an important educational instrument which is necessary for the development of the socio-economic life of their societies. This trend has even reached some developing countries, like Zambia in Africa.

Foreign Know-how in University Studies dealing with Adult Education

Since the end of the last century, British universities have taken an interest in the adult education movement; they have been followed in this by American universities, after which this activity has spread to most universities throughout the world.

Oxford University started its first move in adult education in the year 1800. The University of Cambridge then followed suit, after which this movement spread to most of the Universities of England and the United States by 1890. Since that time the adult education movement has been spreading to all the universities of the world. (17)

First: British Universities (18)

British universities[1] run courses for adults in departments

1. Universities of Liverpool, Manchester, Nottingham, Glasgow and Edinburgh

within their Faculties of Education or at Institutes for Continuing Education or at Divisions of Extra-Murel Studies and Adult Education. Such courses, which cover the fields of adult education or community development, lead to diplomas or certificates in adult education, or to higher university degrees like Master in Education or Master in Philosophy and Ph.D.

Studies for these academic diplomas and degrees are run for people who are engaged in adult education and who possess experience in that field. They further comprise training for University staff on methods of educational research in that field.

Admission is open to applicants having two years' continuous or five years' intermittent experience in the field, besides holding a recognised university degree. The courses are also open to those possessing experience approved by the Scientific Council of the Faculty of Education besides any other conditions the Council might stipulate as for example, their having successfully followed training courses during their service in their field of employment. A trainee might also be selected on the basis of an interview.

Studies for the diploma are either full-time courses for one academic year or part-time courses lasting for two or more academic years. The diploma is considered as post-graduate and not professional and qualifies the holder to prepare for a Master's degree in adult

education. Studies for a certificat qualifying the holder for adult education, on the other hand, is of two years' duration through courses run on a part time basis. The syllabus for a diploma is an integrated combination of various methods like lectures, discussion groups, tutorials, courses on topics related to adult education and scientific visits. The programme focuses on what is adapted to the learner's needs and is designed to provide them with the theoretical knowledge necessary in this field. The fields covered by courses for the diplomas comprise subjects prescribed by the syllabus, which include studies on topics related to adult education, optional subjects, practical on-the-spot training and a thesis on a specific topic related to the field of study. The learner may choose the topic on the advice of the tutor supervising the course - he then carries out the scientific study and writes his thesis at the end of the period.

Studies for the diploma course end on the successful completion of the prescribed examinations which comprise:

1. Pass in all tests carried out during the course;
2. Pass in all written, oral and practical examinations in the prescribed subjects;
3. Preparation of a paper or writing of a thesis not exceeding 15,000 words on a specific topic closely related to the field of study, chosen by the student and approved by the

Scientific [illegible]. It may be on one of the optional subjects studied by the student.

Part time students may enter the examination at the end of the first year. Whoever fails to reach the required standard in study is in most cases prevented from continuing his study in the second year.

The Qualifying Certificate for adult education is, however, limited to instructors, who are originally qualified teachers, but are engaged in part time study. Opportunities are sometimes offered to others who are interested in adult education. Lecturers are also selected on the basis of an interview. Part time studies which are of 2-year duration, are held once a week in the evening and run for 28 weeks per the syllabus which comprises subjects related to adult education and include practical studies which are made up of discussions, visits to adult classes and various institutions offering programmes in the context of adult education. Learners have to participate in the planning of the course of studies, the implementation of projects and all other assignments required of them. At the end of the course learners are awarded a qualifying certificate, which is an elementary certificate in Adult Education, or they are given a statement certifying their attendance of the courses if they do not want to take the examinations.

Second: U.S. Universities (19)

The various American[1] universities offer courses leading to higher diplomas in adult education. They have made provisions for departments of education and divisions for adult education where courses are run for the obtention of various academic degrees, including a Master in Education. They also afford opportunities to obtain the Certificate of Advanced Studies in Adult Education. This is above the Master's level and is followed by those who do not want to read for their doctoral degree. It is considered as a Higher Diploma for holders of a Master's degree and is awarded to those who successfully complete nine post-graduate courses in not less than one academic year of regular study.

The universities also offer courses leading to a Doctorate in Adult Education. Such a doctoral degree is considered in two branches, one in education and the other in philosophy.

These courses aim at providing learners a very profound educational experience in this field. The curricula are therefore designed for those who are preparing themselves - through their professional formation for these academic degrees - to assume leading positions in the various fields of adult education.

Acceptance to any of these courses is restricted to graduates of

1. Universities of Chicago, Indiana, Florida, North Illinois.

recognized universities. There is enough flexibility which allows the learner to choose by himself the courses adapted to his aspiration, his professional conditions or what is expected of him in his professional career. That is why he is afforded a wide scope in the choice of courses meeting his needs. The University's other Divisions and Faculties also take part in the provision of these courses. Yet, there are basic courses in the field of adult education on which the studies focus and which most of the learners have to take. Moreover, students participate in seminars, particularly those group discussions which help the student in choosing the topic of his thesis, in designing the outline of his study and finally in writing his paper.

Third: Canadian Universities (20)

Canadian universities[1] offer adult education courses in specialised institutes of education or adult education departments in their faculties of education. Such courses lead to higher diplomas for those interested in the field of adult education or to academic degrees including the Master and Doctoral degrees. To this end, the adult education divisions establish strong relations with other departments of the University, like the Faculty of Agricultural Services, the Department of Continuing Education in Health Science and other sections which might prove useful

1. Universities of Toronto, British Columbia, etc.

to various aspects of the studies. Care is taken to see to it that the programme of studies include the participation of specialised staff members from the university's department of adult education and other related disciplines.

Applicants to these studies leading to a professional qualification in adult education should in fact be engaged in the field but do not have the desire or incentive to pursue higher studies. They should be university graduates and may join full time or part time courses.

Opportunities are also available for the obtention of higher diplomas in adult education to university graduates who have had previous experience in the field and would like to develop their skills but who for various reasons, do not like to continue studies leading to higher university degrees. Before being accepted to the courses, applicants should give justifications for their desire to continue reading for the diploma. They might further be required to possess at least five years' previous experience in the field and they might have to undergo certain tests or examinations.

The duration is approximately seven consecutive months of study at the university. Yet the study may also be arranged in a different way, so that it can be divided into two summer courses or a full-time course for one academic year. The curriculum comprises fifteen units (each unit is made up of two hours) in adult education and related fields, and

includes theoretical studies, group discussions, field work and the writing of a thesis.

There is another course leading to a Master in Education, with specialisation in Adult Education. It consists of extensive theoretical studies as represented in ten "units" of study, comprising theories and practices in adult education in general.

There is also a course leading to a Master in Arts with specialisation in Adult Education. It is made up of units of study dealing with the theoretical aspects connected with the field of study, besides preparation of surveys and compilation of data and other activities.

Apart from the courses already referred to, there is a programme leading to a Doctorate in Education, with specialisation in Adult Education. It is run for leaders in the field to improve their efficiency at work, and it focuses on the practical aspects which help in putting into practice theoretical learning, particularly in solving problems facing the learners in the field. The course further includes field work, practical studies and the writing of a thesis.

Fourth: Zambian University (Africa) (21)

The Division of Extra-Mural Studies, University of Zambia runs a one-year course of studies leading to a Certificate of Adult Education and is open to university graduates. To obtain his Certificate, a

student has to complete successfully a training in field work, which is an integral part of the course, besides passing in all his courses. After completing the courses in the syllabus, the student is requested to define the field work in which he would like to participate. In the end, he will have to submit a written report on his field work.

The syllabus is made up of various courses, which include basic subjects like Fundamentals and History of Adult Education, Adult Teaching, Administration in Adult Education and Introduction to Sociology; it also includes optional subjects like language problems, adult education in Zambia and the economic structure of Zambia.

Foreign Know-how - An Analytical View

A significant feature which has characterised adult education in recent years has been the development which universities have undergone in many countries all over the world. To-day's universities are no longer isolated from society; they have rather thrown their doors wide open to assume an important role in adult education. This is illustrated by the "open" university in the United Kingdom and by the "community faculty" of the United States of America.

In fact, the role of the university in adult education varies from one country to another. Some universities have, for instance, opened their doors to adults who want to join studies with a view to obtaining certificates while others have set up specialised studies in adult

education. Some universities even award higher degrees in adult education. All these are trends which have appeared in universities following the Montreal Conference (1960). (22)

Yet the part played by universities in adult education in the various countries depend on how the universities look upon their responsibilities as a whole and how far are the expenses involved in other institutions for adult education. In some countries, universities do not consider the extension of their services to society as part of their responsibilities, and that is the trend from which the developing countries in general and the Arab countries in particular are suffering. On the other hand, there is a different trend in many countries which find that university participation is significant in extra-mural studies (public services) and in the field of adult education. Anyhow, something which strikes our attention today is the fact that the role of universities in adult education has known some expansion. (23)

It shall be noted that a considerable number of specialised departments have been set up for adult education in European, American, Canadian and some African universities. Several institutes for adult education have also been established in the sixties of this century. (24) Adult education has indeed started emerging as an independent branch of education in many countries.

Expansion in adult education has necessitated a widespread mobilisation of workers who are able to formulate and organise programmes, besides a mobilisation of educators who are able to assist adults in undertaking increasingly varied types of activity. But the great increases in the number of people working in the field of administration - whether they be full time or part time employees - has in turn led to the necessity of proper technical training.

That is why we find many countries running more training programmes which vary between courses leading to Master or Doctoral degrees awarded by many universities and one-year courses leading to Higher Diplomas or Certificates in Adult Education, besides seminars held for part-time instructors. (25)

There is now a growing number of universities and institutions for higher studies in the developed countries, like Zambia, which award degrees, diplomas or doctorates in adult education at higher levels than vocational training for workers in the field of adult education. Hereunder is a list of some of the fields in which training is offered for people engaged in the field of adult education in many of the developed countries.

Such training comprises: (26)

- Studies at university level
- Studies at university graduate level

- Studies ending with higher diplomas
- Studies (intermittent) for workers
- Part time studies for administrators engaged in part-time duties.

The Appropriate Framework for University Studies in Adult Education in the Arab Region

Recommendation 28 put forward by the 3rd International Conference on Adult Education Tokyo, 1972) on "The Role of Universities in Adult Education" stipulated that: (27)

"The Conference,

Recognizing the shortage of training personnel for adult education,

Believing that adult education cannot be developed in accordance with the principle of life-long education unless the number of full-time specialists is considerably increased.

Stressing that more extensive training facilities are required to increase the number of such specialists,

Recognizing the benefits both to the community and to the universities of university involvement in adult education of all kinds,

Realizing that in many countries, adult education has not been accorded the right status both in government and university circles,

Realizing further that during the 70's, education will have to be development-oriented,

Considering the fact that in such development-oriented educational programmes, the universities and other institutions of higher education have an important role to play.

Recommends that Member States encourage the universities and other institutions of higher education:

(1) To recognize adult education as a discipline, and to undertake inquiries and research in this field as an important and necessary aspect of their functions;

(2) To establish, as a necessary step in the professional development of adult education, courses for the training of adult educators which should include both short in-service courses and longer courses leading to the award of certificates, diplomas or degrees;

(3) To participate in programmes of adult education of appropriate kinds and to make substantial provisions for extension and refresher courses;

(4) To establish in their faculties of education or equivalent units courses for the training of teachers and specialists in adult education as well as to set up intensive courses of short duration for the emergency training of such personnel;

(5) To operate special links with existing institutions of adult education, to exchange visiting lecturers and technicians and to exchange journals and other publications;

in so doing, to co-operate fully with existing institutions of adult education and other agencies working in the field of adult education; Recommends that Unesco promote greater co-operation among universities and non-governmental organizations in order to realize the above goals."

This resolution implies that the developing countries - among them the Arab countries - are today called upon to grasp the growing significance of the role which universities can play in providing intellectual leaders who are badly needed in our societies through varied techniques and programmes specifically formulated to meet the needs of adults in society.

It is within the reach of universities in the Arab region; within the context of priorities they should set themselves to give help in achieving some of the urgent tasks in the field of adult education by: (28)

1. Organising a nation wide dialogue on adult education in an attempt to give it a form of legitimacy, a structure liable to be put into effect, an optimal situation and a priority which can make it an attractive profession which capable men and women would yearn to practise;
2. Running sandwich courses for adult education personnel, planners, administrators, organizers, instructors and other groups;

3. Urging scientific research in various aspects of adult education, its history, its relationship to development problems and its connection with the formal educational system;

4. Organising special educational programmes for women, farmers, workers and others;

5. Introducing andragogical studies in the training of instructors and other personnel engaged in adult education and within the context of educational sciences in which universities and faculties of education, in particular, are carrying out research and studies;

6. Laying down programmes for training instructors specializing in adult education, integrating it with the system of training instructors at the university level;

7. Assigning to institutions which train instructors at the university level in the Arab countries the duty of training cadres engaged in the field of adult education in view of the potentials available within such institutions to carry out this important task.

Finally, it could be said that the achievement of these aims and the formulation or implementation of these resolutions need a reconsideration of the state of affairs prevailing in the faculties of education of the Arab universities and the introduction of whatever development would go in line with the aspirations of the Arab

communities and the various targets of the development plans. (29) The Arab States should not leave the question of their development to destiny, they should rather have a control over this process and its speed according to their potentials. Because of that, the process of development should be regulated and directed by proper planning. There is a general consensus that any planning which does not start with education is a deficient planning because education, in the first place, comprises all aspects of human activity in a society and is closely related with all social institutions and organizations and also because education has to be in harmony with the society's needs. In view of this, the field in which graduates of the Faculty of Education operate is closely linked with the departments which are set up in that Faculty, the courses which are run there and the extent to which they are integrated with Life and Society. Thus, the Faculties of Education and their Departments of Adult Education in universities of the Arab region, can carry out their duties in the proper way if they can respond to the needs of the various ministries and institutions; they can also pave the way for the activities of the technical cadres in the field of adult education, besides carrying out scientific research in this important field. (30)

Proposals and Recommendations:

Recommendation 10 of the Final Report drawn up by the

International Expert Panel on "Adult Education and Development with Special Reference to the Arab States" (Sirs-el-Layyan 1975), (31) stipulated that ASFEC and RALO should invite the Federation of Arab Universities to form a Preliminary Committee which would prepare for the convening of a Conference of the Arab Universities in 1976 to study the role of Arab Universities in Adult Education in the Arab World. It also proposed that this Preliminary stage should be preceeded by some studies aimed at clarifying the various aspects of the activities of Arab Universities.

In the context of the Conference on "The Role of Universities in Adult Education", currently held in Sirs el-Layyan, in implementation of the previous recommendation, and in conformity with ASFEC's adherence to what came in it, the author is presenting some practical proposals in the field of university studies related to adult education to bring about a revival in adult education in the Arab region in the light of a comparative analytical study and in the light of recommendations which have been issued in this respect. These proposals may be summarized as follows:-

1. that Departments for Adult Education be set up in the Faculties of Education in the Arab Universities, equipped with the staff as well as material and financial potentials required and to the same extent that they are provided to the other departments. In a

subsequent state institutes for extra-mural studies may be set up and affiliated to the Arab Universities to afford adults the opportunities of following different courses which might satisfy their needs as individuals and the requirements of development in society.

2. that additional courses in adult education be included in related departments like The Department of Education and Psychology and Sociology as well as in Sections for Higher Studies and Diplomas related to education. These courses could comprise the following subjects: (32)

- Philosophy of adult education
- Sociology of Adult Education
- Economics of Adult Education
- Adult Education systems in the Arab Countries (with a specific study on the system of adult education in the particular Arab country in which the study is carried out)
- Islamic Arab heritage and the history of adult education in the Arab Countries
- History of adult education in the developed countries
- Psychology of adults
- Adult education syllabuses and ways of preparing them
- Methods of teaching adults

- Methods of preparing educational materials for adults
- Planning programmes and projects for adult education
- Organization and direction of adult education projects and programmes
- Educational aids and mass communication media at the service of adult education

3. that sessions for higher studies in adult education at the Faculties of Education in the Arab Universities should be made up of two stages:

First advanced study diploma of one academic year in advanced scientific research in the field of adult education made up of lectures, surveys and scientific research.

Second Practical research accompanied by discussion groups and lectures may be extended to this stage in some fields of adult education. The course ends with a scientific thesis which the student supports at an open discussion before an expert panel of Professors having some relationship with the topic of the thesis or specialisation in the department and specialists from outside the university. After the student has successfully upheld his thesis he is awarded a scientific title which can be called "Master" in adult education.

To be admitted in higher studies, students should be holders of

scientific degree appropriate with that branch with at least "good" grading and the department concerned would define the basic university degree appropriate for studies in that department, the number of students, recruitment procedures according to the department's potential and the requirements of the higher studies curriculum. In order that the student can move on to the second stage, he should successfully complete the first stage.

Since the implementation of this proposal requires a long-term plan as well as a short-term one, we would, therefore, like to lay emphasis on the first part of the proposal devoting to it all the attention it deserves so that our recommendations, while going through the stage of implementation, would be nearer to reality and within the reach of achievement. We therefore suggest that the Faculties of Education in Arab Universities make provisions for higher studies, running for one academic year and leading to a Diploma in Adult Education.

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